



Out of School Time Frontline Staff Leadership Training

Agenda OST Staff Training

December 9, 2014

6:30-7:30

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Sharing from themed session

Presentation: Nuts and bolts of literacy

Walk through resources

New strategies

Reading

Popcorn reading

Read-aloud teacher-led

Choral reading

Literature circle

SIOP buddy reading

Response/comprehension

Teacher-led (hand as example)

Drama/acting a scene

Drawing the beginning/middle/end the story

Think-pair-share

Student-generated questions

Writing

Connect words

Best game ever

Cooperative story writing

Would you rather

Take-aways and group discussion

FOR NEXT TIME:

Try two new activities from this list. Be ready to share or invite us to watch and/or help.

Also, if you have an idea of something new you've been wanting to try, please feel free to do that. The point is just to start incorporating new activities and strategies into our practice so we can see what engages and challenges our kids.

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Reading Strategies

Grade/Focus	Reading Strategies	Discussion / Comprehension	Vocabulary
K-1 Focus: Patterns Rhymes Sight Words Character Setting Plot Retell	<u>Interactive Read Aloud (Teacher)</u> Picture book or simple chapter book, higher than the students' listening level <ul style="list-style-type: none"> Models fluency and expression Builds listening comprehension Develops vocabulary PLAN: <ol style="list-style-type: none"> Pre-Read, Identify a Theme Introduce books – title, author, theme Read with fluency and expressions, stop to ask questions, predictions, clarify vocabulary Plan extension activities 	Pre Reading: <ul style="list-style-type: none"> Activate prior knowledge Set a purpose for reading Predict During Reading: <ul style="list-style-type: none"> Explain phrases or vocabulary Ask questions that model how a reader thinks... why, how, what next, what would you do? Post Reading: <ul style="list-style-type: none"> Retell the story together Relate to their own lives Ask higher order questions Have grade appropriate theme activities planned 	List new words on chart or word wall Point out new words as you read them, explain then read in context Have students preview text to find words they don't know Sort words by beginning sounds or rhymes Categorize words – actions, things, feelings, sounds, etc. Play charades or draw pictures Match word with a picture
2-3 Focus: Character Setting Plot Problem/ Solution Sequence Prediction 4-5 Focus: Story Elements as above Context Clues Inference 6-8 Focus Story Elements Context Clues Opinions Judgments Decisions Perspective Principals	<u>Interactive Read Aloud (Teacher)</u> Chapter book higher than students' independent reading level <ul style="list-style-type: none"> Models fluency and expression Skills/ strategies of good readers Develops vocabulary <u>Shared Reading with book sets at Students' Level</u> <ul style="list-style-type: none"> Popcorn Reading – one student reads to a point they want to stop at, then choose another reader OR readers stop and/or join reading aloud as motivated Choral Reading – everyone reads aloud together Literature Circle – small groups read together taking turns and answering questions Paired Reading – two students read the same book, one reads a paragraph, page or chapter, while the other listens. The listener asks the reader questions. They discuss it, then switch roles PLAN: <ol style="list-style-type: none"> Identify theme Choose places to stop and ask questions and/or model comprehension strategies Clarify vocabulary/phrases Extension activities 	Pre Reading: <ul style="list-style-type: none"> Introduce genre Activate prior knowledge Set a purpose for reading Give students an overarching question to think about as they read During Reading: <ul style="list-style-type: none"> Read together using one of the shared methods Have students use context to figure out new words; model this when necessary Ask questions related to basic story elements and overarching question. Give students opportunities to apply, analyze, synthesize, and evaluate Post Reading: <ul style="list-style-type: none"> Have pair or groups discuss their reactions Give students a pro or con issue to consider and discuss Use Multiple Intelligence Response Activities Plan Project-Based Extension Activities from Theme Planning Web based on grade level focus 	Assign groups or pairs new words to define and illustrate or act out Make a list of pre-defined words for reference Play a word game, charades, Jeopardy, etc. Make up and play games related to the story Vocabulary crossword puzzle Make word webs or idea webs Play group writing game with Vocabulary Words Analyze what you know about a character and find synonyms for descriptive words. Use antonyms to construct an opposing character Invent and describe a new character that would add new plot twists Write a review of the book— recommend or not? Make a KWL chart (What do I already <u>know</u> ? What do I <u>want</u> to know? What did I <u>learn</u> ?)

MULTIPLE INTELLIGENCES

Different Ways to Respond to Reading Based on Different Learning Styles

Drama (3 ways)	Small groups act out a scene from text with dialogue Small groups act out a scene silently, using only props Small groups must write and act out different scene ending
Diamante Poem	Line 1: Name of Character Line 2: Two words to describe character in beginning Line 3: Three "ing" words to describe character Line 4: Two words to describe character at the end Line 5: One word to describe character overall
Mock Trial	Teacher assigns roles, or students choose roles: Prosecutor, Judge, Jury, Lawyers, Defendant, Witnesses
Sequence Words/ Pictures	One group given text passages and another group is given pictures that match the text passages. Each group sequences their materials. Then they come together to match them up and work together to get them in the right sequence.
SWBS Chart	Somebody _____ ? Wanted _____ ? But _____ ? So _____ ?
SWBS Chant	Given different characters, students create the SWBS Chart and turn it into a chant. Start with one character, Then add the next, until all are chanting together.
Character Pose	Each group given a character and a specific event. They create a pose that represents that character in that time/place.
YES or NO	Groups must decide a yes or no to issues from the story and be able to justify their decision.
Setting Map	Teacher reads a descriptive passage while students close eyes to visualize it. Then each student draws their visualization
Tear Art	A child makes a representation from the book by tearing pieces of construction paper to make a collage
Pick a Voice	Before reading student are given pictures of characters from the story and must decide on a voice for each character that they will use during reading
Writing	Students write about what will happen next, what they would change about the story or any other journaling prompts.

1-hand book reviews: quick, handy reviews from friend to friend

Before you share a book with a friend, it helps to share a quick, 'handy' book review. Here's how:

- 
1. This book is about . . .
 2. I liked . . .
 3. I wish . . .
 4. One thing . . .
 5. I think . . .

some handy starters:

1. **This book is about** (before you can give it a thumbs up or down, share a quick summary)
2. **I liked that . . .** (first thing on first finger)
 - *the characters were interesting.*
 - *the mystery kept me wondering what would happen.*
 - *the book took place at the beach.*
3. **I wish that. . .** (big wish on biggest finger)
 - *It was longer/ shorter because. . .*
 - *they explained more about . . .*
 - *this was part of a series.*
4. **One thing . . .** (one thing on the ring finger)
 - *I would ask the author . . .*
 - *you should know . . .*
 - *I loved/ didn't care for . . .*
5. **I think** (I think on the pinky)
 - *that anyone who likes animals will like this book.*
 - *that this is a little easy/just right/ difficult to read, because. . .*
 - *that most people who like sports will like this book.*
 - *that this was one of my favorite / least favorite books.*

Dear Diary

Write a diary entry as if you were a character in your book. Tell about what you (the character) did today. Where did you go? Who did you see?

Read This!

Write a letter to a friend telling why they should read the book you read. Tell two or three reasons why they would like this book. Use details from the book to support your reasons.

Interview a Character

Choose a character from your book. Write three questions that you would ask that character if you had a chance to meet him or her in person.

Change It!

Write a new ending for the story you read. List some possible events that could also happen in your book to build up to your new ending.

Drama, Drama, DRAMA!!

Rewrite your favorite part of the book you read as a play. Be sure to tell how each character should act and where the events take place. Then act out your play with your classmates.

Fictional Friend

Which character(s) from the book would you want to be friends with? Why? Write or draw to tell what you would do together.

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Talk Show

In a small group, write a talk show for a book that you have all read. Have one person act as the talk show host. The other group members can be characters from the book. Write interview questions for the characters. Perform your "talk show" for the class.

It's Puzzling

Create a word search puzzle using vocabulary words from your book. Choose words that were new to you when you began reading the book.

Travel Ad

Create a travel ad for a setting in a book that you read. Draw and write to convince other people to visit your setting.

Mapmaker

Draw a map of the important places in the book. Be sure to label the places. Add a key to show the page numbers where the places are mentioned in the book.

It's a Fact!

What was the most interesting fact you learned from reading this book? Create a poster telling about the fact. Write the fact, and tell why you think it's interesting. Add drawings about the fact, too.

Flashy Facts

Create flash cards to share what you learned from a nonfiction book. Draw a picture of what you learned on the front of the card. Write to tell about the picture on the back of the card. Share your fact flash cards with friends.

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Fiction Literature Circle Discussion 1

1. What has happened in the story so far?
2. How would you describe the main character?
3. What do you think will happen next in the story? How do you know?

Nonfiction Literature Circle Discussion 1

1. How do you know that this book is nonfiction?
2. What questions do you have about this topic?
3. What information do you think you'll learn by reading this book?

Fiction Literature Circle Discussion 2

1. What were the most important things that happened in this part of the story?
2. What problem does the character have? How could the character solve the problem?
3. What have you learned about the main character?

Nonfiction Literature Circle Discussion 2

1. What interesting things have you learned so far?
2. How do the pictures help you understand what this book is mostly about?
3. What is one question you have about what you've read so far?

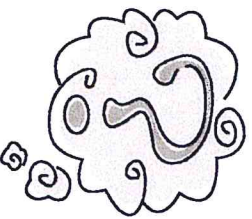
Fiction Literature Circle Discussion 3

1. What happened in the end of this story?
2. What part of the book did you find most surprising, funny, or sad?
3. How is the main character in this book like other characters you've read about?

Nonfiction Literature Circle Discussion 3

1. What do you think the author wanted you to learn from this book?
2. What important information would you include in a summary of this book?
3. Did you find answers to your questions as you read? If not, where else could you find answers?

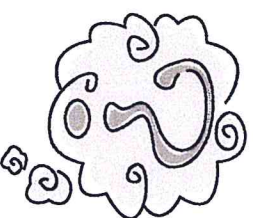
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Paired Reading Directions

- ◆ Who . . .
- ◆ Where . . .
- ◆ Why did . . .
- ◆ Explain why . . .
- ◆ How did . . .
- ◆ What are . . .
- ◆ Give an example of . . .
- ◆ Describe how . . .
- ◆ What are several ways that . . .
- ◆ What was the main idea of . . .
- ◆ What was the purpose of . . .
- ◆ In your own words, tell . . .
- ◆ Why do you think the author . . .

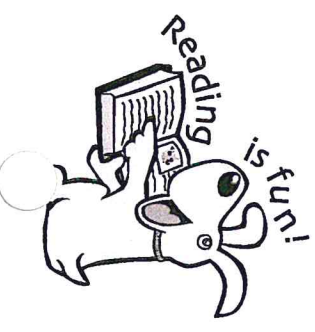
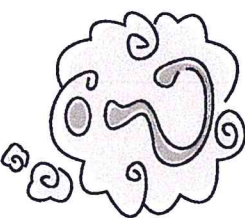
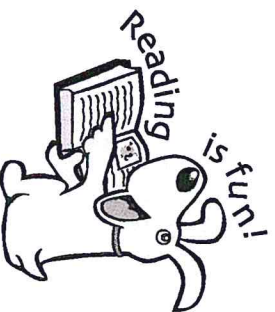
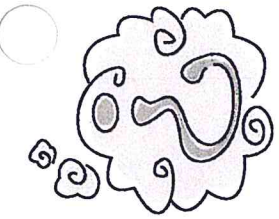
1. Each person needs a copy of the reading material.
2. Partners sit next to each other, ear to ear, facing in opposite directions.
3. One person quietly reads aloud a paragraph or two.
4. The other person asks a question about the selection.
5. The reader answers the question. Discuss if needed.
6. Switch roles and continue reading.



Paired Reading Directions

- ◆ Who . . .
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- ◆ Explain why . . .
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- ◆ What are . . .
- ◆ Give an example of . . .
- ◆ Describe how . . .
- ◆ What are several ways that . . .
- ◆ What was the main idea of . . .
- ◆ What was the purpose of . . .
- ◆ In your own words, tell . . .
- ◆ Why do you think the author . . .

1. Each person needs a copy of the reading material.
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FICTION
This was mostly about ...
↓ SOMEONE
WANTED
BUT
SO
THEN ...

NONFICTION
This was mostly about ...
↓ SOMETHING
PURPOSE (What it does / Why it exists ...)
BUT
THEN
SO ...

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Directions Use these Summarize Tools to prompt children to summarize fiction and nonfiction selections.



NONFICTION Thinkmark
THE TOPIC What is this text mostly about?
SEQUENCE OF INFORMATION What order does the author give us the information in this text?
BIG IDEA and DETAILS What is the BIG idea? What are the details?
KEY VOCABULARY What are the KEY WORDS in this text that relate to the topic?
CONCLUSIONS What did you infer / conclude? What are the most important things you learned?
AUTHOR'S PURPOSE What is the author's purpose(s) for writing this text?
CONNECTIONS What connections can you make? (text to text; text to self; text to world or others)

FICTION Thinkmark
SETTING Where did this take place? What time did this take place?
CHARACTERS Who are the main characters? Who are the other characters? How did _____ change from the beginning to the end of the story?
SEQUENCE OF EVENTS What happened in this story? First, Then, Next, ... Finally
PLOT What was the problem? What was the solution? Someone, Wanted, But, So, Then ...
CONCLUSIONS What did you infer / conclude? What did you predict would happen? What did happen?
AUTHOR'S PURPOSE What is the author's purpose(s) for writing this text? What is the message or theme of this story?
CONNECTIONS What connections can you make? (text to text; text to self; text to world or others)

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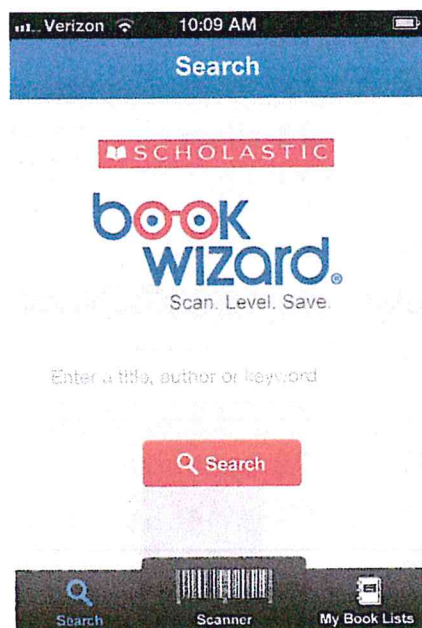


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Learning A-Z Correlation Chart

Learning A-Z	Ages	Grade	Fountas & Pinnell	Reading Recovery	DRA	PM Readers	Lexile
aa	4-6	K	A	1	A-1	Starters 1	BR-70
A	4-6	K	A	1	A-1	Starters 1	BR-70
B	4-6	K	B	2	2	Starters 2	BR-70
C	4-6	K	C	3-4	3-4	3-4 red	BR-70
D	4-7	1	D	5-6	6	5-6 red/yellow	80-450
E	6-7	1	E	7-8	8	7-8 yellow	80-450
F	6-7	1	F	9-10	10	9-10 blue	80-450
G	6-7	1	G	11-12	12	11-12 blue/green	80-450
H	6-7	1	H	13-14	14	13-14 green	80-450
I	6-7	1	I	15-16	16	15-16 orange	80-450
J	6-8	1	J	17	18	17 turquoise	451-500
K	7-8	2	J	17	18	18 turquoise	451-550
L	7-8	2	K	18	20	19-20 purple	501-550
M	7-8	2	L	19	24	21 gold	551-600
N	7-8	2	M	20	28	22 gold	551-650
O	7-8	2	M	20	28	22 gold	601-650
P	7-8	2	M	28	28	22 gold	601-650
Q	7-9	3	N	30	30	23 silver	651-690
R	8-9	3	N	30	30	23 silver	651-730
S	8-9	3	O	34	34	24 silver	691-770
T	8-9	3	P	38	38	25 emerald	731-770
U	8-11	4	Q	40	40	26 emerald	771-800
V	9-11	4	R	40	40	26 emerald	771-830
W	9-11	4	S	40	40	27 ruby	801-860
X	9-11	5	S	40	40	28 sapphire	831-860
Y	9-11	5	T	40	40	29 sapphire	861-890
Z	9-11	5	U-V	N/A	50	30 sapphire	891-980

This correlation chart illustrates how Learning A-Z levels approximately correlate to other leveling systems commonly found in leveled reading materials. Learning A-Z uses objective (quantitative) and subjective (qualitative) Leveling Criteria to measure text complexity.

Library Club Program Outline

(45 minute program)

Week 1: Tour of library/Scavenger Hunt

This activity will familiarize the children with the library and its collections. The scavenger hunt will challenge the kids to find specific items of interest from the children's collection. In the remaining time, children will decorate and stamp their Library Club booklets.

Week 2: Catalogue the Kids!

This activity will introduce the children to non-fiction materials and the Dewey Decimal Classification system.

Begins by asking kids what their favorite subject is and then assigning them a Dewey number based on their selection. Children will be labeled with a sticker and barcode (like the books on the shelf) and 'filed' in their Dewey area. Highlights non-fiction materials and puts kids in their area of interest. Children will select a book from their area, spend a few minutes with the item and then report back to the group about the book.

Week 3: EBSCO Kids Search

Explore the Dictionary, Encyclopedia and Image functions of EBSCO Kids Search database. Kids will be taught the value and basic steps of using a database for homework. This program will be an introduction to information literacy for elementary aged students.

Week 4: Read-a-Story/Write-a-story

This activity will introduce the children to fiction and provide the opportunity to write a short fiction piece.

While listening to a short story as a group, students will assist in the selection of key vocabulary from the story. These words will be listed on a white-board for the group to view. The children will write a short story of their own using the words from the list generated during the group story. Sharing of stories as time permits.

Week 5: Make Fun of Reading

This activity will encourage the children to enjoy independent reading through the use of a list containing fun reading challenges. Upon completing a specified number of reading challenges, the children will earn a small treat. Example of 'fun reading challenges' include:

- Read a chapter/book to a partner
- Read a chapter/book about your favorite animal
- Tell someone about your favorite character in the book
- Read 5 signs in the library

Week 6: Finale!

This activity will review the terminology and concepts that were discussed in the previous weeks in the form of a game that will challenge the kids with library trivia questions. The winning team will be given a treat and (provided we have the resources) each child who has completed library club will be given a book.

Make fun of reading!

Choose and complete at least 5 of the challenges below to earn a prize!

_____ Read a chapter/book to a partner

_____ Create a comic strip based on your favorite graphic novel

_____ Read 5 signs in the library

_____ Tell an adult about your favorite character in the book

_____ Read a chapter/book under a table

_____ Create a puppet show based on a book that you find in the library

_____ Read a chapter/book standing up

_____ Illustrate a scene from your favorite book

_____ Read a book that you loved as a small child

_____ Read a non-fiction chapter/book about your favorite animal

Make fun of reading!

Choose and complete at least 5 of the challenges below to earn a prize!

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_____ Read a book that you loved as a small child

_____ Read a non-fiction chapter/book about your favorite animal